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ABSTRACT

Third in the series on Arapaho language, the student workbook presents a history of American Indian languages and introduces the Arapaho language. The history section includes an outline of North American Indian language families (Algonquian, Athabaskan, Iroquoian, Siouan, Uto-Aztecan); a brief summary of the study of American Indian languages; and five learning activities pertaining to Indian languages. The Arapaho language is introduced by briefly accounting the efforts made to convert the "unwritten" Arapaho language into a written language consisting of 16 symbols. Lessons pertaining to the Arapaho alphabet include pronunciation of vowels and consonants, syllables, transcribing English words using the Arapaho alphabet, spelling, the use of accent marks, and practice word lists in Arapaho. Concluding the workbook are three student activities pertaining to the history of the Arapaho language. (ERB)

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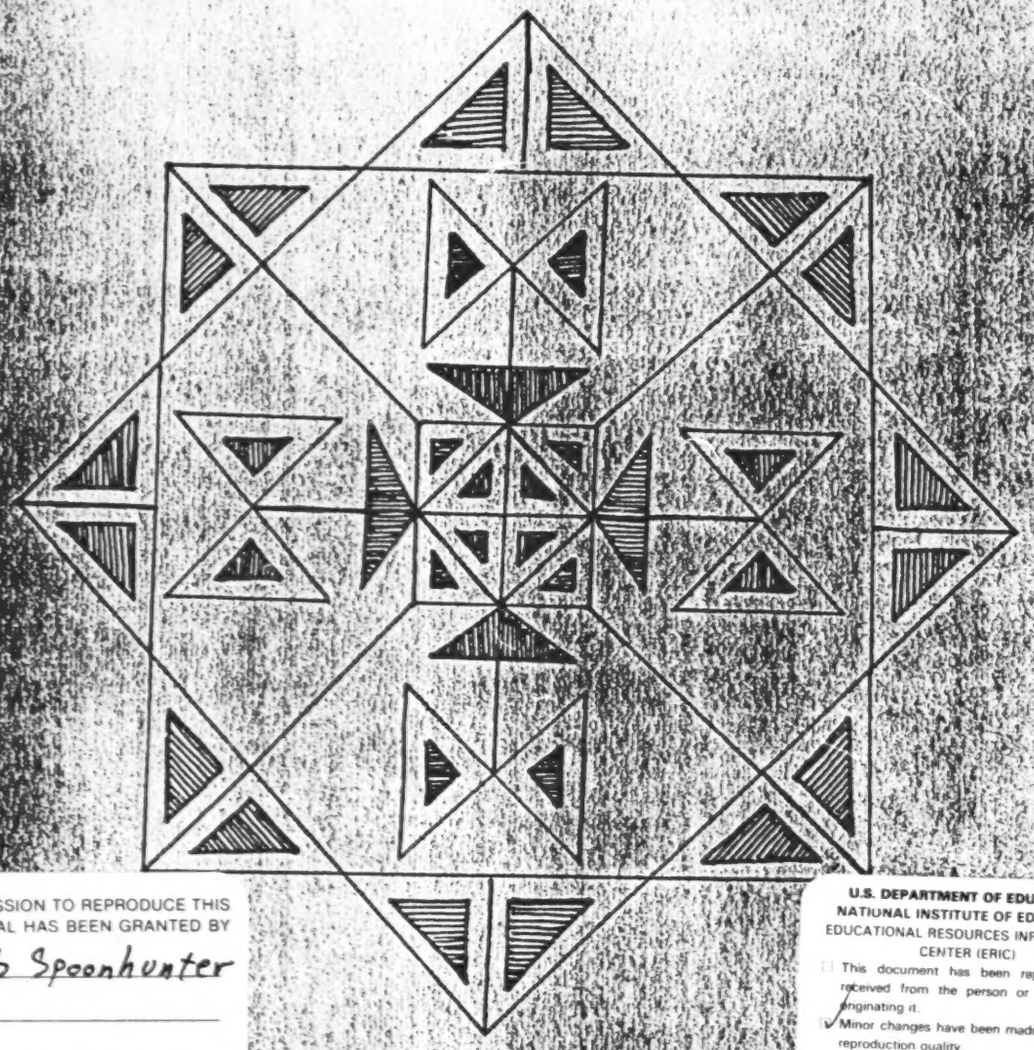
# ARAPAHO LANGUAGE



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## Student Workbook

Name: _____

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# ARAPAHO ALPHABET

Arapaho Language #3
by
Babs Kruse

Produced by the Title IV-A
Curriculum Development Project

Wyoming Indian High School
Ethete, Wyoming

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# NATIVE AMERICAN LANGUAGES

The truly native languages of the Western Hemisphere (North, Central, and South America) are the languages of the Eskimos, Aleuts, and American Indians. There are so many of these languages that they make up almost half of all the languages found on earth. On the other hand, most of them have only a few speakers--a few thousand, a few hundred, or even fewer.

The American Indian languages present some of the most absorbing puzzles of the language world. Are they really native to American soil, or did they come from northeastern Asia across the Bering Strait? Are they really separate languages, or are they just dialects of a small number of big languages, or even one single big language?

There is no sure answer to any of these questions. Until the coming of the white man, American Indian languages were mostly unwritten, and a language that is not written is at a terrific disadvantage. For one thing, it has no records outside of what is handed down by word of mouth; this means that we can't trace it back through time to its earlier forms, studying its history and discovering links with other languages and dialects that may have disappeared in later forms. Secondly, an unwritten language changes much faster than one that has a written form, because the written language acts as a "brake" on the spoken language; changes that may become popular in everyday speech do not change in writing, so the changes often fade out, and the language goes back to the older, traditional forms.

There is no point in listing all the languages of all the Indians of North, Central, and South America, because there are well over a thousand of them. Many of them have been grouped together into families, like the Algonquian or Uto-Aztecan, but when you try to connect up these families you seem to get nowhere, for they are as different from one another as English, Turkish, and Chinese. Of course, it is possible that the link was once there, and that in the course of time and centuries of wanderings it was lost.

The outline on the next page is incomplete. It only gives you a general idea of how a few of the most familiar and widely-spoken North American Indian languages are related. Only five families are mentioned, but there are over fifty more (such as the Sahaptian, which includes Umatilla, Yakima, and Nez Perce). Even those five families are not complete; the tribal languages listed are only <u>examples</u> of each language family.

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The above introduction was paraphrased from Mario Pei's <u>All About Language</u>, Lippincott Co., 1954. For more about this book, see the suggested student activities.

NORTH AMERICAN INDIAN LANGUAGE FAMILIES -- Samples

Algonquian

I. Central-Eastern
- A. Delaware
- B. Micmac
- C. Cree, Naskapi
- D. Menominee
- E. Ojibwa, Ottawa, Algonquin, Salteaux
- F. Fox, Sauk, Kickapoo
- G. Potawatomi
- H. Penobscot, Abnaki
- I. Shawnee

II. Blackfoot
- A. Blackfoot
- B. Piegan, Blood

III. Cheyenne

IV. Plains
- A. Arapaho
  - 1. Northern Arapaho
  - 2. Southern Arapaho
- B. Besawunena
- C. Gros Ventre, Atsina
- D. Nawathinehena
- E. Ha'anahawunena

Athabaskan

I. Canadian
- A. Sarsi
- B. Chipewyan

II. Alaskan
- A. Tanaina
- B. Ingalik

III. Californian
- A. Hupa
- B. Mattole, Kato

IV. Apachean
- A. Navajo
- B. Western Apache
- C. Chiricahua, Mescalero, Jicarilla Apache

Iroquoian

I. Cherokee

II. Tuscarora

III. Huron (Wyandot), Erie, Oneida, Mohawk

IV. Seneca, Onondaga, Cayuga

V. Conestoga, Susquehanna

Siouan

I. Dakota

II. Mandan

III. Winnebago

IV. Dhegiha -- Ponca, Osage, Omaha, Kansa

V. Hidatsa

VI. Crow

Uto-Aztecan

I. Nahuatl

II. Shoshone, Gosiute, Panamint

III. Bannock, Snake, N. Paiute (Paviotso)

IV. S. Paiute, Ute, Chemehuevi

V. Comanche

VI. Hopi, Papago, Pima, Tarahumara

Until the early 1900's, American Indian languages were generally neglected, and many of them died out with their speakers. (Besawunena, Nawathinehena, and Ha'anahawunena are believed extinct.) Since then, there has been a quickening of interest in these languages; they have been recorded and studied by missionaries, anthropologists, and linguists, so they have become much better known. This knowledge has exploded many old beliefs about language in general, and has helped scientists better understand the nature of spoken language. Indian languages have also provided many "loan" words and place names, such as Wyoming, Oklahoma, Tennessee, and Manhattan. During World War II, Navajo speakers were valued by the U.S. Army for sending and receiving radio messages, because nobody could break their "code." As you can see, these "Amerind" languages have been useful to many other people besides their native speakers.

Most of the American Indian languages continued being spoken, but not written, unless an anthropologist or linguist came along to study and record it. One amazing exception was Cherokee. A lame silversmith and dreamer named Sequoyah was fascinated by the "talking leaves" of the white men. He studied them for a long time; he figured out that the different symbols stood for different sounds, but he didn't know which ones. He understood the importance of writing a language down, though. He spent so much time and effort trying to figure out a new system that people began to think he was lazy and worthless. One day his wife burned his whole collection of birch bark writings and left him for good. Only his little daughter, Ah-yoka, still believed in him. He started all over, and finally finished an original alphabet in which each symbol stood for a whole Cherokee syllable (not just one sound, like the letters of the English alphabet). With Ah-yoka's help, he was able to prove to the tribal council and elders that his system would work; he explained that it would be very useful, and that it would be easy for everyone to learn. Today, the constitution of the Cherokee Nation, newspapers, books, and many traditional culture materials are printed in Sequoyah's ingenious syllabary.

You can learn to understand and speak a new language without ever being able to read it. After all, you learned to speak English long before you went to school and started reading and writing it. Cherokees could speak Cherokee perfectly well before Sequoyah came along and invented his syllabary for writing it down. Hearing and using a language are still the best ways to learn it. However, being able to see it, to read and write it, helps you remember it, especially if you don't have much chance to hear it or practice it outside of school.

The alphabet designed by Zdenek Salzmann to record the Arapaho language is phonemic. Each symbol stands for one sound, or phoneme, not a whole syllable, like Sequoyah's Cherokee.

## STUDENT ACTIVITIES

1. Most of the information you just read was drawn from All About Language, a very interesting book written by Mario Pei. It's pretty easy to read, too, and tells you lots of things about lots of languages. For example:

> The Incas of Peru, who had not developed a system of writing, had a way of "mailing" messages by sending swift runners with knotted ropes from one part of their empire to another. The kinds of knots in the ropes, along with the colors of the ropes themselves, would tell the story.
>
> The Plains Indians developed a complete language system of gestures or signs that made it possible for members of different tribes, speaking totally different languages, to understand each other when "discussing" all sorts of topics. This Indian sign-language is so effective that it has been adopted, with some changes, by the International Boy Scouts, who use it whenever Scouts of different countries and languages come together.
>
> Chicago is an Indian name meaning "place of skunk smells," because wild onions grew on the spot.
>
> The mysterious language of the Basques, who live in the mountains on the French-Spanish border, has no connection with any other language known in the world. It is also very complicated, and the Basques have a legend about it: Once upon a time, the devil tried to learn their language so that he could tempt the Basques; after studying it for seven years, he finally gave up in disgust, because all he had learned to say was "YES" and "NO!"

   Read the book and find two more facts or pieces of information that might interest your classmates in reading it. Then design an "advertisement" for the book, and have it printed in the next WIHS newsletter. Use those facts to make them curious, or use a quiz contest format, or whatever you think will "sell" it to others.

2. Research your own roots! If any of your ancestors came from a tribe not shown on that sample list, find out what language family their tribal language/s belonged to. Sometimes your sources might disagree with each other, but don't worry about it; just report the differences and reasons given. More research needs to be done, and maybe someday you'll be the one to find better answers. The list of Indian language families was drawn from the sources listed at the top of the next page, but many others are also available.

Map of North American Indian Languages, compiled by Carl and Florence Voegelin, 1966. Look in an encyclopedia such as the Britannica.
Arapaho V: Noun, by Zdenek Salzmann, 1964.
An Introduction to Descriptive Linguistics, by H.A. Gleason, Jr., 1955, 1961.

3. Read a book about Sequoyah. Make a timeline of events in his life (about 1760-1843) and the surrounding world. Make a wall poster of the 86 symbols in the Cherokee alphabet; then write a few English sentences in Cherokee symbols, and see if your classmates can translate them.

4. Research the "place names" in Wyoming that came directly or indirectly from Indian words.

5. Order one or two of the following films. Preview them, and make up some discussion questions or test items before showing them to the class:

American Indian Influence on the United States -- 20-min. color film; includes new crops, the Iroquois League of Nations, etc.
Coronary Counter Attack -- 21-min. color film; stresses exercise for decreasing risk of heart disease, and features Tarahaumara Indians, considered the greatest runners in the world
Haskie -- 25-min. color film; Navajo boy realizes that schooling will help his tribe retain its traditional culture
In Search of the Lost World (Parts I & II) -- 24-min. color films; examines ancient civilizations of the Maya, Olmec, Anasazi, Aztec, Inca, etc., and problems of modern archaeologists
Indian Influences in United States -- 11-min. color film; language, literature, place names, music, crops, etc. Uses many Smithsonian paintings.
{Indian Origins, the First 50,000 Years -- 18-min.
{Indian Cultures, from 2000 B.C. to 1500 A.D. -- 23-min.
These two color films show how archaeologist and other scientists have tried to find out how prehistoric Americans lived, and what they've found. Includes differences in language, customs, etc., and how they probably developed.
Language and Communication -- 16-min. color film; (Debt to the Past series) Examines history of language; pictographs, ideographs, phonics, alphabet
Language Development -- 19-min. color film; explains stages of language learning in humans; lab where chimpanzees are trained in basic language tasks!
The Speech Chain -- 19-min. color film; traces the beginning of an idea in the speaker's brain and its route into the listener's brain; includes the biology of human speech sounds (larynx, lips).

# THE ARAPAHO ALPHABET

Although no alphabet can match the spoken word perfectly, many people feared that the Arapaho language would die out completely in a few years if some writing system were not adopted for preserving it, especially the older and less common words. The Arapaho language teachers were also concerned about adopting one overall writing system for all the reservation schools.

Since the Arapaho alphabet now in use across the reservation was devised by Dr. Zdenek Salzmann, you might be interested in knowing how it came about that a pipe-smoking professor with a Czech accent living in Massachusetts should be working on the Arapaho alphabet and dictionary!

Born in Prague, the capital city of Czechoslovakia, in 1925, Zdenek Salzmann came to the United States by himself in 1947. He was _____ years old at that time. He had been invited to serve for half a year as the traveling secretary of the World Student Service Fund, raising money for European universities destroyed during World War II. When that time was up, he decided to stay here for graduate studies.

In February of 1948, he enrolled at Indiana University in Bloomington, and stayed until he'd finished his master's degree. Meeting an attractive young lady graduate student (in English) at I.U. gave him even more reason to stay!

At that time, the well-known linguist Carl F. Voegelin was editor of the International Journal of American Linguistics, which is the only journal in the world devoted exclusively to American Indian languages. When Denny asked him to suggest a research topic for a Ph.D. dissertation, Voegelin told him that nothing was known about Arapaho grammar--except by Arapahos--so he should go to Wyoming and find out something about it.

In the spring of 1949, Denny received a $400 grant for the summer; that $400 had to cover his transportation, living expenses, and consultant fees for the entire project. Since tape recorders had not yet been invented, he borrowed a wire recorder for his trip to Wyoming: The reels of hair-fine wire recorded voices magnetically.

In June Denny boarded a Greyhound Bus to Rawlins, then a shuttle bus to Riverton. He stayed at the Teton Hotel the first night, and bought a full dinner for only 99¢--complete with soup, salad, meat, potatoes, vegetables, bread and butter, ice cream, and coffee! Denny began hitchhiking and caught a ride on a milk truck delivering around the reservation. The dairy truck stopped at the Arapaho Tribal Co-op Store at Ethete to unload (where the parish hall is today). Denny sized it up and decided it was the right place for him to stay. Coach Wilson was head of the Mission, and rented him a room. Denny

stayed here until August 15, 1949, renting a horse for 25¢ a day whenever he needed one. His Arapaho informants were mostly John B. Goggles (husband of Agnes) and Ralph Grass Hopper.

After a very fast trip back to Indiana, Denny married Joy (that graduate student in English) on August 18. That didn't give them much time to change their minds! They've been married for _____ years now.

The next summer Denny and Joy drove to Wyoming; some I.U. students rode with them to Cheyenne, sharing expenses and driving responsibilities. Denny worked with John Goggles again, and then took him with them to visit Joy's parents, who had retired to Florida.

In 1952 Denny came out to Wyoming again, this time to convince John Goggles to accompany him back to Indiana University: I.U. was offering a Linguistics Field Methods course on how to study unwritten languages using consultants, and Denny needed his help. When he arrived here, Denny learned that John Goggles had died just that spring, so he found William Shakespeare and took him back to Bloomington.

Later he and Joy moved to Connecticut so he could take a job as editor and translation supervisor, until the government cut funds and he lost his job. To make matters worse, his wife was about to have their first baby and didn't want to leave Connecticut right then. He looked around for another job, and started teaching high school chemistry, physics, and biology.

In 1956 he took a job as head of the science department in a Sedona, Arizona high school oriented towards anthropology. The students and staff took field trips, etc., onto the the Navajo-Hopi reservation, staying in homes there. This area was especially beautiful to Denny, and he and Joy still own land there.

Denny completed his Ph.D. in 1963. (It can take a long time when you're doing field research and writing and holding down a responsible job all at the same time, but it <u>can</u> be done!)

In 1966 Denny was asked to start a new anthropology program at Phillips Exeter Academy in New Hampshire, but after two years there he wanted more freedom. He went to the University of Massachusetts (in Amherst) in 1968 as a professor in the anthropology department. He teaches linguistic anthropology, folklore, primitive art, ethical problems in anthropological field work, anthropology of Eastern Europe, etc. He has almost as much freedom as Indiana Jones in "Raiders of the Lost Ark!" It must suit him just fine, because

he has been in Amherst for _____ years now. He takes leaves of absence and summer vacations for field work. He goes back to Europe once or twice a year, especially to Romania and Czechoslovakia, for as long as 5 months at a time. This spring he spent one semester as a professor on a "floating university"--a ship where students study on board, then visit interesting places whenever the ship docks at a foreign city.

Denny has published both high school and college textbooks on general anthropology, a book on life in a Czech village, and 50 or 60 articles on linguistics, Arapaho nouns and verbs, etc.

Meanwhile, over the years, many different methods of writing down Arapaho had come into use; each school and church had its own way, and nobody could read anybody else's Arapaho. This meant that a lot of work was being wasted. It was also hard on the students: Someone who transferred from Mill Creek to St. Stephens and then graduated to Wyoming Indian High School had to start over again three times!

In 1979, Tupou Pulu invited Zdenek Salzmann, Marguerite Spoonhunter, and William James C'Hair to Anchorage, Alaska, where she is director of the National Bilingual Materials Development Center. They worked together and came up with a modified system of spelling Arapaho, based on Denny's original system. They also published a book of Arapaho Stories collected by Denny back in 1950; the book is dedicated to the memory of John B. Goggles, "who made a lasting contribution to our understanding of the Arapaho language."

When they returned to Ethete, Marguerite Spoonhunter and Wm. J. C'Hair held a workshop at WIHS, with Denny's help, to introduce the new system to other people on the reservation. Although they were using their own systems, Pius Moss of St. Stephens and Hiram Armajo of Mill Creek wanted one that would be common to all the schools, and Denny's system worked well. Since so many Arapaho legends and general vocabulary words had already been collected and written down by Denny in his work over the years, they felt it would be wisest to accept his system.

And so the work continues. More vocabulary is being collected, and more language lessons are being developed. This is a very important process, and takes a lot of time. There is no one person left alive who is fully fluent in Arapaho, and knows the entire vocabulary and grammar of this rich language. This means that preservation is a co-operative effort, with many knowledgeable people contributing words and information so that it can all be put together in one source. Elders, community people, teachers, and students of the Arapaho language can all draw from that greater pool of knowledge, so that the living language may grow.

## STUDENT ACTIVITIES

1. Do some research on Czechoslovakia. Find out things like the size and population of this European country, and compare it to Wyoming. How do most people in Czechoslovakia make their living? Compare their climate (and altitude) with ours.

2. Find out more about the Arapaho Tribal Co-operative Store at Ethete. Your grandparents would be good sources, or Ben Friday, Sr., or Arnold Headley. Give a short report (orally or in writing), using more than one source.

3. Find out how long the Teton Hotel has been in operation, and how long Greyhound and Continental Trailways have done business in Wyoming. When did Zanetti Bus Lines connect Riverton with Rawlins? When and why did it stop? When did airline service to Riverton begin, and what air services are available in Riverton now? Which train runs through Riverton? What does it carry and how long has it been there?

4. Research "anthropology" as a field of study. Explain linguistic anthropology, cultural anthropology, physical anthropology, etc., in the course of your report. Find out what anthropology courses and degrees are offered by Central Wyoming College and the University of Wyoming (Laramie).

5. Denny teaches a course on "ethical problems" you might run into if you were doing field work as an anthropologist. Almost any occupation involves ethical decisions somewhere along the line; which moral choices might you be faced with as an anthropologist?

6. Find out what "B.C." and "A.D." stand for when dates are given in history books. Then explain to your classmates why 1949 is said to be in the twentieth century, and 1760 was in the eighteenth century.

7. Find out how much $400 was worth in 1950, compared with $400 today. (Compare the "real value" of money then and now.) Can you estimate its worth in the year A.D. 2000?

8. Find out about one of the "Semester at Sea" programs. Talk to a foreign exchange student. Find out how and why Louis Headley, Linda Willow, and others took an exciting trip to Switzerland.

## VOICED VS. ASPIRATED

Before introducing the Arapaho alphabet itself, it would be wise to review what you have learned about "voiced" and "blown" sounds. The voiced sounds, you remember, are those you make with your vocal cords, breathing gently through your nose or mouth. The "blown" or "aspirated" sounds are made by forcing the air sharply out through your mouth, without using the vocal cords at all. You can feel the vibration in your throat when you are making the voiced sounds, but not when you are making the blown sounds.

List the five English vowels: ___ ___ ___ ___ ___ Say them each in turn, both in their short (˘) and long (¯) forms. All vowels are _____ sounds.

Consonants, on the other hand, may be either voiced or blown sounds. Look at the 18 consonant sounds listed below:

g b f ch k sh p j zh d th v s wh t z w th

Those 18 sounds can actually be arranged in 9 corresponding pairs. For example, the "zh" sound is the one you hear in treasure and decoupage; is it voiced or blown? _____ The breathing is gentle and you can feel the vibrations in your throat, so you know it is voiced. Keep your tongue and mouth in exactly that same position and blow harder, NOT using your vocal cords; what sound are you making now? _____ For the next pair, say the "ch" sound as in charcoal; is it voiced or blown? Since you can feel the air puff as it blows past your lips, and since the vocal cords are not used, you know it is blown. Keeping your mouth shaped exactly the same, but breathing more gently and using your vocal cords, make the sound of "___." Complete the chart below.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Voiced | zh | | | | | | | | th |
| Blown | | ch | | | | | | | th |

The only voiced/blown pair spelled the same in English is ____. For example, the "th" in "thin" is blown, but in "this" is voiced. (In a language like Welsh, there is another pair: "l" is voiced, while "ll" is blown.)

The pairs are important to understand, because many languages use only one of each pair in their alphabets, and make the sound vary somewhere in between the two. For example, Arapaho does not distinguish clearly between "b" and "p;" there is only one sound, and it's in between the two. Only one of those two letters is in the Arapaho alphabet -- b. Which letter is not needed? _____

ARAPAHO LANGUAGE

Alphabet - 16 symbols

b c e h i k n o s 3 t u

w x y ’

Consonants:

| b | c (ch) | h | k | n | s | 3 (th) | t (dt) |
|---|---|---|---|---|---|---|---|

| w | x (kh) | y | ’ (glottal stop) |
|---|---|---|---|

Vowels:

| e (ĕ) | i (ĭ) | o (aw) | u (o͞o) |
|---|---|---|---|

Vowel Combinations:

| ee (ă) | ei (ā) | ii (ē) | oe (ī) | ou (ō) |
|---|---|---|---|---|

ARAPAHO ALPHABET

Pronunciation Key -- Vowels

e is the short ĕ vowel sound as in bed

ee is the short ă vowel sound as in cat

i is the short ĭ vowel sound as in mix

o is the vowel sound heard in saw

ei is the long ā vowel sound as in day

ii is the long ē vowel sound as in me

oe is the long ī vowel sound as in die

ou is the long ō vowel sound as in so

u is the long ū vowel sound as in glue

Vowels doubled or tripled are held longer, like uu, ooo

The pronunciation key explains the vowels in terms of phonics, which is how most of you learned to read and spell English.

Using those double vowels to make the long vowel sounds is not as confusing as it might look at first. For example, try saying the short ĕ and short ĭ together; say them faster and faster. Those two short sounds together are almost the same as the long ā.

Phonemes are the smallest units of sound, and a phonemic alphabet like this one breaks words into the smallest basic sounds. When you break down the ā, it's similar to ĕ + ĭ. When you break down the long ī sound, it's actually the short ŏ sound (as in stop) plus the short ĕ or ĭ sound. Say ŏ + ĕ to yourself faster and faster, and you'll hear and feel the ī. Now does the vowel system above start to make sense?

ARAPAHO ALPHABET

Pronunciation Key -- Consonants

b is between the voiced b and the blown p; usually more like a b at the beginning of a syllable and more like a p at the end

c is between the voiced j and the blown ch or tsh; usually more like a j at the beginning of a syllable and more like the tsh sound at the end

h is just breathed at either end of a syllable

k is between the voiced g (as in gum) and the blown k

n as in noon

s is always pronounced as in sing, and never like the z sound in trees or closet

3 as in three, thin, bath

t is between the voiced d and the blown t

w as in water

x is a sound not heard in English, but similar to the German machen or the Greek xi; start to say the k sound, but breathe out hard enough to make the back of your throat (your glottis) vibrate a little

y as in yes, young, unless it is blown following u or i

' is called the glottal stop, and doesn't make a sound; it shows that the sound or breath is cut off suddenly

The glottal stop isn't written in the spelling of English, but it's still there. For example, in many English words the letter t or tt is really a glottal stop, and cannot actually be heard when you say the word:

"written" is pronounced more like rih'n than rit-ten
"button" is said like buh'n, not but-tun
"rotten" is pronounced roh'n, not rot-ten
"want" and "hunt" are pronounced wahn' and hun' unless followed by a vowel

ARAPAHO ALPHABET

Practice

1. How many letters/symbols are used in the English alphabet?

2. How many letters/symbols are used in the Arapaho alphabet?

3. Which letters does the Arapaho alphabet NOT use? ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

4. Which symbols does the English alphabet NOT use? ___ ___

5. Which vowel letter is not written in the Arapaho alphabet? ___

6. That sound is heard in Arapaho, though. Which two letters are written to show that short vowel sound? __ __
   Which two show that long vowel sound? __ __

7. The long $\overline{oo}$ vowel sound is written with the letter ___.

8. All the other long vowels are written using ___ letters.

10. Which letter makes the ks sound in English? ___

11. Which letter in the Arapaho alphabet shows a sound like a k that is being breathed and vibrated in the throat? ___

12. Which symbol in the Arapaho alphabet shows a sudden stop of sounds? ___

13. Some letters are not needed in the Arapaho alphabet because the spoken sounds are somewhere in between the English pronunciation of two different letters. Below are listed several letters; beside each one, write the similar-sounding English letter that you do not need in Arapaho:

    b - ___ t - ___

    k - ___ c - ___

14. Now, which letters of the English alphabet are left out of the Arapaho alphabet because they stand for sounds not even heard in the Arapaho language? ___ ___ ___
    ___ ___ ___

9. Which two letters could be used to write the sound sometimes made by the qu pair in English? __ __

## Vowel Practice

Below are a number of English words. They are examples of the many ways of spelling each vowel sound in the English language. In the Arapaho alphabet, any sound is spelled the same way every time you hear it.

Place each word in this list under the correct Arapaho vowel in the chart below. One example for each is already given.

| | | | |
|---|---|---|---|
| saw | blew | calf | friend |
| day | slow | buy | walk |
| bed | you | ought | height |
| cat | rein | eye | tipi |
| Hi! | caught | said | too |
| me | dye | ate | candy |
| mix | bread | chief | fog |
| so | through | wash | dough |
| rain | by | right | obey |
| sauce | eight | seize | gone |
| die | meat | boat | Hawaii |
| blue | owe | gym | key |
| sew | women | two | old |
| meet | shoe | doe | to |

| ee | e | o | ei |
|---|---|---|---|
| (sad) | (fed) | (yawn) | (pray) |
| i (sit) | | | |
| ii | oe | ou | u |
| (see) | (fly) | (snow) | (true) |

## Syllable Practice

### Consonant-Vowel

The following syllables are made up of Arapaho consonants and vowels. Some of the combinations are not really used anyplace in the Arapaho language, but even the nonsense syllables are helpful for practice. They are arranged so that you can practice reading them either across or down.

| e | ee | ei | i | ii | o | oe | ou | u |
|---|---|---|---|---|---|---|---|---|
| (bet) | (bat) | (bait) | (bit) | (beet) | (bought) | (bite) | (boat) | (boot) |
| be | bee | bei | bi | bii | bo | boe | bou | bu |
| ce | cee | cei | ci | cii | co | coe | cou | cu |
| he | hee | hei | hi | hii | ho | hoe | hou | hu |
| ke | kee | kei | ki | kii | ko | koe | kou | ku |
| ne | nee | nei | ni | nii | no | noe | nou | nu |
| se | see | sei | si | sii | so | soe | sou | su |
| 3e | 3ee | 3ei | 3i | 3ii | 3o | 3oe | 3ou | 3u |
| te | tee | tei | ti | tii | to | toe | tou | tu |
| we | wee | wei | wi | wii | wo | woe | wou | wu |
| xe | xee | xei | xi | xii | xo | xoe | xou | xu |
| ye | yee | yei | yi | yii | yo | yoe | you | yu |
| 'e | 'ee | 'ei | 'i | 'ii | 'o | 'oe | 'ou | 'u |

Now try the glottal stop at the ends of some syllables:

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| be' | bee' | bei' | bi' | bii' | bo' | boe' | bou' | bu' |
| ce' | cee' | cei' | ci' | cii' | co' | coe' | cou' | cu' |
| 3e' | 3ee' | 3ei' | 3i' | 3ii' | 3o' | 3oe' | 3ou' | 3u' |
| xe' | xee' | xei' | xi' | xii' | xo' | xoe' | xou' | xu' |
| ye' | yee' | yei' | yi' | yii' | yo' | yoe' | you' | yu' |

As you go along, you will probably find that the hardest part of reading Arapaho, until you get used to it, is NOT learning that "3" has the "th" sound, but remembering that most look-alike words in English and Arapaho are not pronounced the same:

be, he, we -- all have the <u>short</u> ĕ sound

ho, no, so, to -- all have the "aw" sound

bee, see, tee, wee -- all have the short ă sound

you -- has the long ō sound

Look at these four <u>Arapaho</u> syllables: bet beet bit bot

Which two syllables would be pronounced the same way in English as in Arapaho? _____ _____

Which syllable <u>looks</u> like an English vegetable, but is pronounced in Arapaho <u>like</u> a furry flying mammal? _____

Which sounds like the English "bought?" _____

Fill in the blanks below with the vowels given on the left. Then practice pronouncing the syllables you created. (They may or may not have any meaning in Arapaho.)

| | | | | | |
|---|---|---|---|---|---|
| e | -- | n__c | b__c | 3__c | c__c |
| e | -- | b__s | w__s | h__s | n__s |
| e | -- | h__3 | t__3 | s__3 | c__3 |
| i | -- | h__x | w__x | t__x | b__x |
| i | -- | h__n | y__n | b__n | k__n |
| o | -- | w__x | h__x | n__x | '__x |
| o | -- | t__3 | w__3 | h__3 | b__3 |
| ee | -- | s___n | h___n | y___n | 3___n |
| ii | -- | h___t | n___t | b___t | '___t |

Most syllables in Arapaho end with a vowel, not a consonant, so the exercise above was mostly for practice. A few of them, however, are real words of one syllable, such as nec (water), he3 (dog), wox (bear), ho3 (arrow), etc.

Below are 10 English words spelled in the Arapaho phonemic system. Can you write the correct English spelling beside each one?

1. keet - _____
2. 3oot - _____
3. ciit - _____
4. keec - _____
5. wook - _____
6. hook - _____
7. cin - _____
8. tos - _____
9. 3in - _____
10. cek - _____

Below are 16 English words spelled in the English alphabet. Now, can you write each one in the Arapaho phonemic system?

1. hat - _____
2. hatch - _____
3. caught - _____
4. taught - _____
5. bought - _____
6. chalk - _____
7. boss - _____
8. cheek - _____
9. chess - _____
10. chick - _____
11. thick - _____
12. thatch - _____
13. Chan - _____
14. yes - _____
15. witch - _____
16. win - _____

Which of the 16 words above is longer in the Arapaho spelling? ____

Which two words in the second column are spelled the same in both alphabets?

_____ _____

Below are 8 English words containing diphthongs. That means that 2 vowel sounds, or phonemes, are combined in one syllable. The long ā sound is a diphthong made of the two sounds ĕ + ĭ; it's written as "ei" in Arapaho. Write a correct English spelling beside each one.

1. heit - _____
2. boet - _____
3. couk - _____
4. weit - _____
5. nou - _____
6. sei - _____
7. 'oe - _____
8. bou3 - _____

## More Transcription Practice

Below are some more English words to practice re-spelling in the Arapaho alphabet. A few hints to remember: The hard g sound (like gum) and the k sound are both spelled with the letter "k;" the ch sound and the j sound are both spelled with the letter "c;" the "qu" pair usually makes the kw sound in English, so that's how you will spell it. The glottal stop counts as one letter.

1. quit -- _ _ _ _ '
2. chalk -- _ o _
3. sage -- _ _ _ _ j
4. noon -- _ u _
5. yawn - _ _ _
6. booth -- _ _ 3
7. thin -- _ _ _
8. bath -- _ e e _
9. talk -- _ _ _
10. jaw -- _ _
11. hoot -- _ _ _
12. take -- _ _ _ _
13. coach -- _ _ _ _
14. teeth -- _ _ _ _
15. hike -- _ _ _ _
16. chew -- _ _
17. catch -- _ _ _ _
18. way -- _ _ _
19. wait -- _ _ _ _
20. soon -- _ _ _
21. won't -- _ _ _ _ _
22. can -- _ _ _ _
23. can't -- _ _ _ _ _
24. youth -- _ _ _
25. stew -- _ _ _
26. no -- _ _ _
27. know -- _ _ _
28. note -- _ _ _ _
29. known -- _ _ _ _
30. bike -- _ _ _ _
31. he -- _ _ _
32. wee -- _ _ _
33. sea -- _ _ _
34. beach -- _ _ _ _
35. you -- _ _
36. ant -- ' _ _ _ _
37. thought -- _ _ _
38. cube -- _ y _ _
39. twice -- _ _ _ _ _
40. chase -- _ _ _ _

Don't let the apostrophes (') in numbers 21 and 23 confuse you. In English the apostrophe shows either possession (Mike's headband) or letters left out (cannøt). In Arapaho, the apostrophe is <u>always</u> a glottal stop.

## Syllable Practice -- Spelling

Cover up the list on the left. Then look at the list on the right and have your pencil ready. As your teacher pronounces these practice syllables, listen carefully to the sounds and write the missing letters in the blanks. When you are done, check your answers with the left-hand column.

(Warning: Most of these are nonsense syllables; listen hard for the sounds, and don't worry about any meanings.)

| | |
|---|---|
| 1. nii | 1. n _ _ |
| 2. nii' | 2. _ _ _ ' |
| 3. ko | 3. _ o |
| 4. ko' | 4. _ _ ' |
| 5. soe | 5. _ o _ |
| 6. soe' | 6. _ _ e _ |
| 7. tou | 7. _ _ u |
| 8. tou' | 8. _ o _ _ |
| 9. 3o | 9. 3 _ |
| 10. 3o' | 10. _ _ ' |
| 11. kes | 11. k _ _ |
| 12. hi3 | 12. _ i _ |
| 13. tee | 13. _ e _ |
| 14. tee' | 14. t _ _ _ |
| 15. hei | 15. _ _ i |
| 16. heic | 16. h _ _ _ |
| 17. wu | 17. w _ |
| 18. wu' | 18. _ u _ |
| 19. co | 19. _ o |
| 20. boe | 20. _ _ e |

ARAPAHO LANGUAGE

One-Syllable Words to Practice

bes -- piece of wood, stick

be' -- blood

cec -- year, winter

coc -- bread

cis -- nighthawk

Hee! -- Yes! (masculine form)

heic -- your arrow

he3 -- dog

hiit -- here

his -- liver

hɪxw -- bone

ho3 -- arrow

houu -- crow

huut -- here

Kos! -- No! (feminine form)

neb -- fish (sucker)

nec -- water

niis -- two

'Oo! -- Yes! (feminine form)

Toot? -- Where?

Tous! -- Hello! (woman speaking or being spoken to)

Wiy! -- Oops! (masculine form)

woo' -- newborn (animal or human)

wox -- bear

Yeh! -- (exclamation of surprise or excitement - masculine)

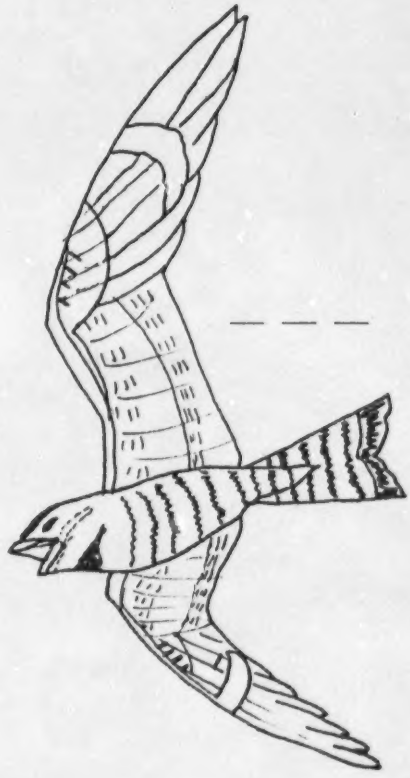
yein -- four

Now that you've practiced saying those one-syllable Arapaho words, it's time to review meanings and spelling. Write the correct Arapaho word in each set of blanks. (10)

2 _ _ _ _ _

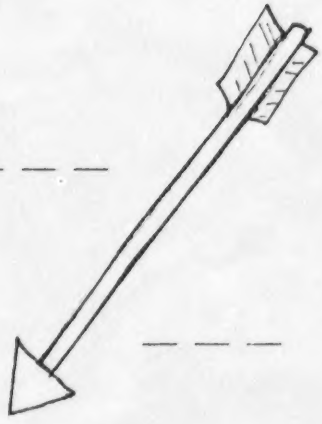
_ _ _

_ _ _

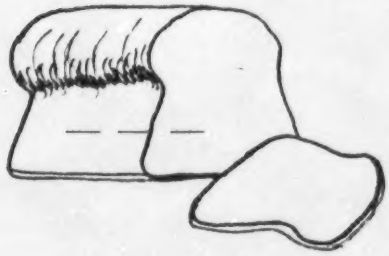


_ _ _

4 _ _ _ _



_ _ _



_ _ _

_ _ _

_ _ _

## SYLLABLES and ACCENTS

Two or more syllables in Arapaho are written together, just as they are in English. Here's a quick review of syllables. Count the number of "beats" in each word below, and write the number in the blank before each English word.

| | | | |
|---|---|---|---|
| ___ friends | ___ migrate | ___ buffalo | ___ Arapaho |
| ___ tribe | ___ rabbit | ___ antelope | ___ Appaloosa |
| ___ plains | ___ grizzly | ___ hibernate | |
| ___ track | ___ basket | ___ volleyball | |

Did you get them all right? Each word in the first column has one syllable, each in the second has two, each in the third has three, and the last two have four.

If you look up a two-syllable English word in the dictionary, you will find accent marks to help you say the word correctly. An accent mark (´) is used above whichever syllable is more strongly stressed, or said more loudly. This is especially important when a change in accent causes a change in meaning. For example:

1. True friends will not de-sért you.
2. They were lost in the dés-ert without water.
3. Eastern woodland tribes had maple sugar for des-sért.

1. Be careful! That's my favorite réc-ord you're holding.
2. I tried to re-córd SAND CREEK's music at our last dance.

1. A cóm-bine cuts the grain and separates kernel from stalk.
2. We will com-bíne our talents to put on a good program.

1. My beadwork pró-ject will be a green and gold medallion.
2. An actor must pro-ject his voice without a microphone.

1. That artist can pro-dúce excellent paintings quickly.
2. You'll find lettuce and tomatoes in the pró-duce department.

Try placing accents over the correct syllables in the two-syllable English words below:

| | | |
|---|---|---|
| 1. rat-tle | 4. win-dow | 7. col-lapse |
| 2. sad-dle | 5. tin-der | 8. a-go |
| 3. spar-row | 6. re-quest | 9. an-nounce |

The first five words are accented on the first syllable. The last four are accented on the second syllable. Did you get 100%?

Below are three examples of English words which change meaning when the accent changes. Read each sentence to figure out the meaning of the underlined word, and place an accent mark over the vowel of the correct syllable.

1. This hatband will be a present for my father when I finish beading it.

2. Will you give a short welcome speech and present this medallion to our guest of honor?

3. He has been present four days this week, and absent once.

4. They signed a contract to build a new community center.

5. Most metals expand when heated and contract when cooled.

6. Children can be vaccinated so they will not contract smallpox.

7. Visitors need a permit to hike or fish on reservation lands.

8. Will your father permit you to join us later?

Now check your work. The following numbers tell you whether the accent mark should be over the first or second syllable:
1) 1 2) 2 3) 1 4) 1 5) 2 6) 2 7) 1 8) 2

If you did well and understand accents, you are ready to try pronouncing some two-syllable Arapaho words.

There are two more things you should keep in mind as you are reading or writing Arapaho words of more than one syllable:

1. You will often find two like vowels together (especially "oo" or "uu") to show that the vowel sound is prolonged, or held longer, even if it's not accented. "Toot" is one word you've already learned in which the "aww" sound is prolonged. "Noon" is pronounced something like "nawwn," and "huut" is prolonged to "hooot."

2. Accents are very important in Arapaho. Be sure to watch the accents when there are two or more vowels together, too. If they are both accented (éí), they are blended together; if marked separately, they are sounded separately: éi is two syllables; óóó is three.

ARAPAHO LANGUAGE

Two-Syllable Words to Practice

béécet -- hand

béésib -- fruit

béete' -- bow

béici3 -- tooth

bétee -- heart

beteéc -- brain

béxo -- logs, wood

biino -- chokecherries

biisee -- bug, insect

biixuut -- coat, shirt, blouse

céései -- one

Ceitii! -- Give it here!

Ciinto! -- Stop it! Quit!

hébes -- beaver

héécet -- your hand

Heéyou...? -- What...?

Hiiko! -- No!

hiisi' -- day

hiisiis -- sun

Hohou! -- Thank you!

hókok -- soup

hó3ii -- arrows

huú3e' -- over there

néci' -- in the water

néécet -- my hand

néeso -- three

néhé' -- this

Nehéic! -- Come here!

nétee -- my heart

Nihii! -- Say it!

nówo', nóuwo' -- fish

núhú' -- this

Siisiic -- Duck (proper name)

sítee -- fire

wóokec -- cow

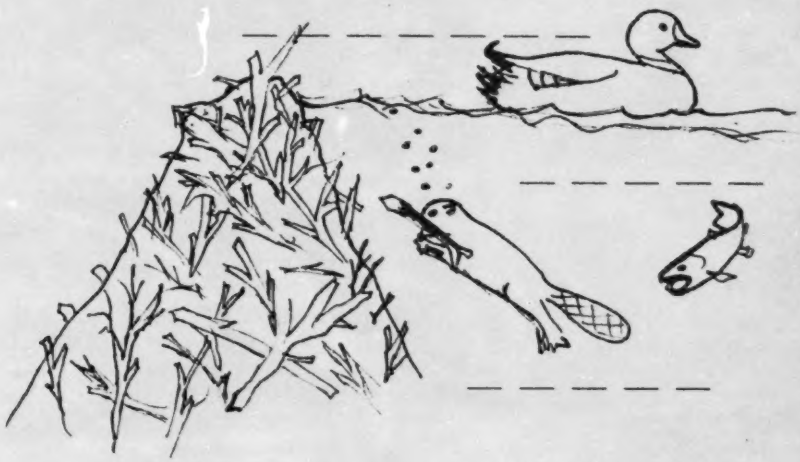
woxú' -- grass, hay

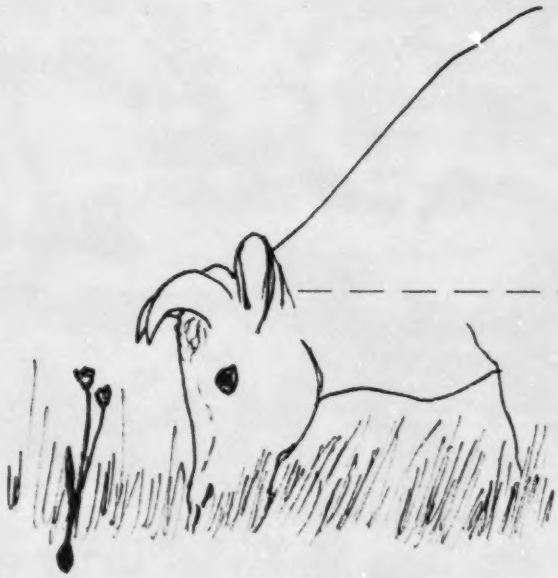
wóxuu -- bears

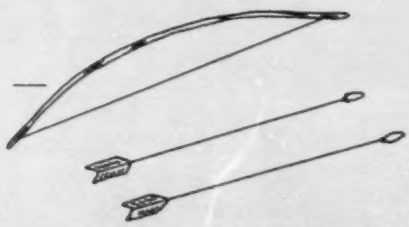
xóucen -- onion

yoo3on -- five

The main purpose of that list of two-syllable words was to give you practice in hearing and speaking Arapaho sounds, accents, and intonation. This page is to practice meanings. Label the 15 items with blanks.







ARAPAHO LANGUAGE

Three-Syllable Words to Practice

béteetox -- ten

bóóó -- road

Céénoku! -- Sit down!

Ciítei! -- Come in!

heebíyoo -- spoon

henéécee -- buffalo (herd bull)

he3ebii -- dogs

hiii -- snow

hii3einoon -- buffalo (general)

hii3eti' -- good, pretty, useful

hiwóxuu -- elk (singular)

hóóó -- bed

neésootox -- eight

neneénit -- is

niisootox -- seven

Niitoni! -- Hear me! Listen to me!

niitootox -- six

nisíce -- pronghorn antelope (singular)

seeníwo' -- lizard

3ío'tox -- nine

tecénoo -- door

wóókecii -- cows, cattle

Wóukohoe! -- Welcome!

woxu'no -- hay

Here are two four-syllable words for you to practice:

besnóóó́ -- cooking pot  hiicóóó́ -- pipe

Now that you've learned all the numbers from one to ten in Arapaho, write them in order below. But beware! These numbers are used only for counting. To describe a certain number of items, you use a longer prefix form, such as "two dogs" = neniise3i'he3ebii, or "two cows" = neniise3i'wookeci.

1 - _ _ _ _ _ _

2 - _ _ _ _

3 - _ _ _ _ _ _ _

4 - _ _ _ _

5 - _ _ _ _ _ _

6 - _ _ _ _ _ _ _ _ _

7 - _ _ _ _ _ _ _ _ _

8 - _ _ _ _ _ _ _ _ _

9 - _ _ _ _ _ _ _

10 - _ _ _ _ _ _ _ _ _

Practice counting until it is easy for you, and the words sound right. Then practice counting from beteetox to ceesei as fast as you can! Next, count how many there are of each item below:

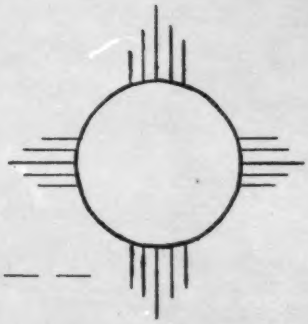
biíno - _ _ _ _ _ _ _

wóxuu - _ _ _ _ _ _ _

Label the pictures below with their Arapaho names:

_ _ _ _ _ _ _

_ _ _ _ _ _



_ _ _ _ _ _ _

ARAPAHO ALPHABET

The Trail of the Tangled Tribes

These English names for different tribes are written in the Arapaho alphabet. Can you decode them and write the English in the broken-line blanks? If you can't spell them, you can use the CHEAT SHEET, but the Chief of Detectives will probably demote you, with a cut in pay! (For a bonus - What 2 letters used are not in the Arapaho alphabet?)

___1. Koéowo _ _ _ _ _ _

___2. Koyúke _ _ _ _ _ _ _

___3. Hóete _ _ _ _ _ _

___4. Mouhook _ _ _ _ _ _ _

___5. Neevehou _ _ _ _ _ _ _

___6. Ounoéte _ _ _ _ _ _ _

___7. Tiitoon _ _ _ _ _ _

___8. Yuut _ _ _

___9. Minikóncuu _ _ _ _ _ _ _ _ _ _ _ _

__10. Oonentóoke _ _ _ _ _ _ _ _ _

__11. Cibewoo _ _ _ _ _ _ _ _ _

__12. Sisseton _ _ _ _ _ _ _ _ _

__13. Eskimou _ _ _ _ _ _

__14. Houbii _ _ _ _

___15. Séneke _ _ _ _ _ _

___16. Soontii _ _ _ _ _ _

CHEAT SHEET

Oneida
Ute
Teton
Minniconjou
Eskimo
Mohawk
Santee
Onondaga
Haida
Navajo or Navaho
Chippewa
Seneca
Hopi
Sisseton
Kiowa
Cayuga

Now look at the descriptions below. Match them with their tribes by putting the correct letter beside each number above. (Don't be fooled: Two of the letters will be used 4 or 5 times, not just once.)

A. One of the Five Nations of the Iroquois, living in the northeastern woodlands
B. Non-Indian native peoples of Alaska, Greenland, and Arctic Canada
C. Southwestern people who built large apartment complexes and raised crops
D. Northwestern people who carved totem poles and hunted whales
E. One of the tribes of the Sioux Nation
F. Great Basin people; traveled mainly in western Colorado & E. Utah
G. Hunters & farmers of the SW; largest tribe in U.S. today
H. Southern plains people who used painted designs on their clothing
I. Woodland hunters & wild rice harvesters; N. Great Lakes & Canada

## ADDITIONAL STUDENT ACTIVITIES

1. Find out which bird is said to speak Arapaho. Give a report on it, including the following information--plus whatever you think is most interesting about it. You might even try recording its song on tape! (What is its Arapaho name, what does it eat, where does it nest, how many states have chosen it for their state bird, etc.)

2. Arapahos were known as being among the best in sign language, and used it a lot. It was the only way different tribes could communicate with each other, and sign language was learned by both boys and girls. Many things could be discussed this way. A certain tribe could be shown in several different ways: Arapahos, for example, could be signed by touching the chest in different places with one hand, since tattooing the chest was an Arapaho custom; another way was to touch the left breast, indicating "Good Hearts," a name by which the Arapaho called themselves. Research the signs used to indicate several other tribes, and find out the names <u>they</u> called themselves.

3. In 1862, a famous English traveler named Burton visited the Arapahos. He wrote that the language had a very small vocabulary, and even <u>that</u> was mumbled so it could hardly be understood. He went on to say that the language was so limited that Arapahos had to depend mostly on sign language to talk to each other -- and that they could hardly talk at all when it was too dark to see! Most people didn't believe him, and several later visitors wrote books and articles disagreeing with the "sensational story set afloat by Burton." They mentioned how unusual and complicated it was, but especially how rich it was in vocabulary. Read the section on Arapaho language in one of the following books:


Bourke, John Gregory, <u>MacKenzie's Last Fight with Cheyennes: A Winter Campaign in Wyoming and Montana</u>, 1890.

Burton, Richard F., <u>The City of Saints and Across the Rocky Mountains to California</u>, 1862.

Clark, W.P., <u>The Indian Sign Language</u>, 1885.

Hilger, Sister M. Inez, <u>Arapaho Child Life and Its Cultural Background</u>, 1952.